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# Progressive ABA

ST and IT Competency Series

Developed & Presented by: Laura Dignard, M.ADS, BCBA



This presentation is for informational purposes only and does not constitute clinical or legal advice. Follow up with a BCBA or BCBA-D. It is recommended to develop a specific plan for your child or student.

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## Objectives

**Main Objective**

Identify components of a comprehensive, flexible, progressive and compassionate approach

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## Confidentiality Agreement

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- Record any part of this presentation for personal or professional use
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**“In a progressive approach to ABA, the therapist employs a structured yet flexible process, which is contingent upon and responsive to child progress.”**

- Leaf et al (2015)

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### Components of a Flexible Approach

- **Not just one procedure**
- Instructional arrangements
- Reinforcement
- Functional analysis and aberrant behaviour
- Discrete Trial Teaching (DTT)
- Prompting
- Data Collection
- Curriculum
- Staff training

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### Not Just One Procedure

- Variety of procedures based on ABA principles
- Comprehensive approach - variety of operant and respondent procedures
- Implement with fidelity
- Understand theoretical underpinnings of procedures



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**Instructional Formats**

<p><b>Continuum</b> Ranging from 1:1 to large group Variety based on learner need Individualized</p>	<p><b>1:1 Instruction</b> Most common and most researched  Begin in 1:1 and shape to group</p>	<p><b>Group</b> Skills acquired in group Observational learning Efficient Similar to school Social opportunities</p>
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<b>Reinforcement</b>		<b>Identify</b> Beyond formal preference assessments and responding to learner behaviour
		<b>Condition</b> Condition reinforcers to ensure a variety are utilized. Include natural consequences
		<b>Implement</b> Implement reinforcement procedures on an appropriate schedule

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<b>Components of a Flexible Approach</b>	➤ Not just one procedure
	➤ Instructional arrangements
	➤ Reinforcement
	➤ <b>Functional analysis and aberrant behaviour</b>
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<b>Functional Analysis &amp; Aberrant Behaviour</b>	<b>Functional Analysis</b>	Analogous settings vs. assessment in the natural environment
	<b>Antecedent Strategies</b>	Importance of including antecedent strategies and not focusing on extinction
	<b>Function in the Moment</b>	Need to analyze in the moment, what is the function

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<h2>Components of a Flexible Approach</h2>	<ul style="list-style-type: none"><li>➤ Not just one procedure</li><li>➤ Instructional arrangements</li><li>➤ Reinforcement</li><li>➤ Functional analysis and aberrant behaviour</li><li>➤ <b>Discrete Trial Teaching (DTT)</b></li><li>➤ Prompting</li><li>➤ Data Collection</li><li>➤ Curriculum</li><li>➤ Staff training</li></ul>
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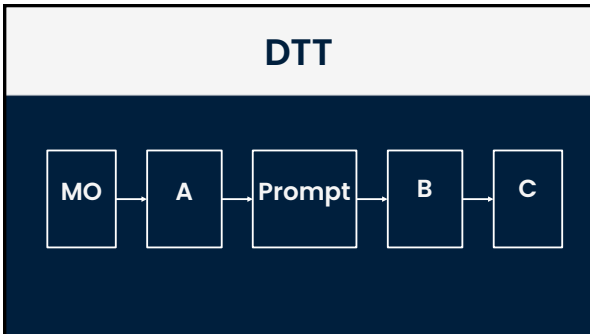
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<h2>Conventional DTT</h2> <ul style="list-style-type: none"><li>➤ Predetermined protocols with little flexibility or individualization</li><li>➤ Simple instructions</li><li>➤ Not varying instructions across trials</li><li>➤ Adhering to specific prompt systems or types</li><li>➤ Avoiding error correction/Favouring errorless prompting</li><li>➤ Avoiding extra stimulus prompts</li><li>➤ Favouring trial by trial</li><li>➤ Favouring mass trials</li><li>➤ Sterile environment</li></ul>
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## Progressive DTT

- Select targets and stimuli based on the learner
- Use natural language instructions when possible
- Vary instructions as soon as possible
- Use flexible prompt fading (FPF)
- Utilize consequences to teach additional skills
- Do not avoid error correction
- Varied data collection
- Teach towards a busy environment

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## Flexible Prompt Fading

5 guidelines:

1. Utilize any prompting type that may be effective
2. Goal is to maintain correct responding at 80%+
3. Use least intrusive prompt necessary
4. If unsure if learner will be correct, prompt
5. Fade as quickly as possible

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**Data Collection**

- Data is used track student performance
- Data should be useful
- Data would be worth the time taken away from other activities
- Data should not interfere with teachable moments
- Data should provide an accurate assessment of performance
- Data should not compete with social interactions and reinforcer delivery

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**Data Collection Systems**

- Trial by trial
- Time sampling
- Probe data
- Retrospective summary/estimation data



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**Curriculum**

**Comprehensive**  
• To address multiple skill deficits in ASD

**Skill Acquisition**  
• Language, social, play, self-help, academic, etc.

**Reduction of PB**  
• Functional approach  
• Antecedent, consequent and replacement bx

**Individualized**  
• Guideline  
• Multiple curriculum books/assessments

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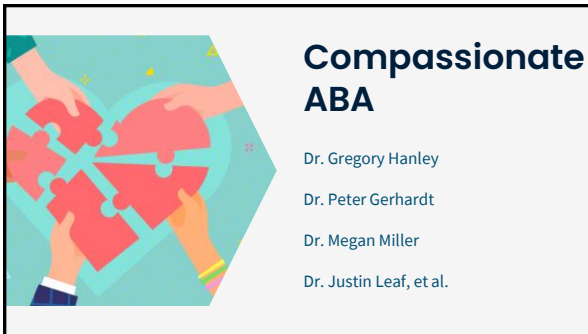
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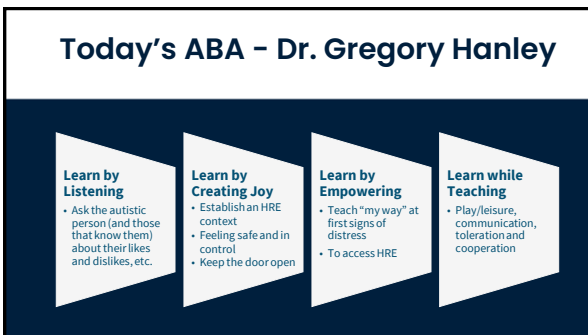
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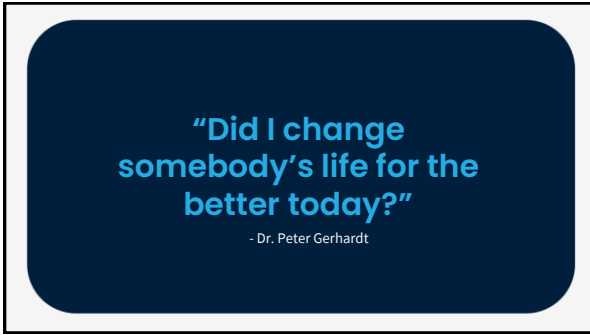
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# The Big 4

Alci'i-Rosales et. Al., (2018)

1. Communication
2. Gaining attention
3. Engagement in activities
4. Tolerating , coping with, and accommodating adversity

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## Shaping

- Assess**  
- where the learner is currently performing
- Include**  
- assessment of how learner is responding, including stress responses
- Create**  
- small attainable goals for navigating challenging situations

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## What Can We Shape?

- Supports in the environment
- Learner Response Requirements
- Presence of establishing operations for PB

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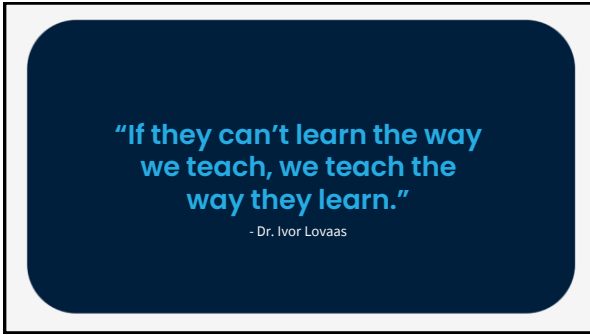
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**Addressing PB with Today's ABA - Pledge (FTF Behavioral Consulting)**

1. I pledge to prioritize the client's and staff's safety, the televisibility of procedures, and the rapport between the client and those implementing the assessment and treatment processes, by emphasizing these values over procedures.
2. I pledge to discover and create a context in which the client is happy, relaxed, and engaged (HRE) before attempting to functionally analyze problem behavior, conduct direct developmental assessments, or teach skills.
3. Following the discovery of the conditions in which the client is HRE and prior to treatment, I pledge to empower the client by providing all reinforcers suspected of influencing problem behavior for any possible member of the problem behavior response class while ecologically relevant and developmentally appropriate establishing operations are respectfully progressed.
4. I pledge to (a) bring and maintain the joy, (b) respectfully introduce challenging situations, (c) respond with empathy to both mild and serious problem behavior, and (d) understand how to turn off these behaviors before they escalate, all prior to attempting to teach skills or achieve other programmatic objectives.

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**Addressing PB with Today's ABA - Pledge (FTF Behavioral Consulting)**

5. I pledge to commit to a skill-based treatment for problem behavior and arrange for progressing establishing operations, prompting, and differential reinforcement of skills to be the primary drivers of behavior change rather than extinction or punishment.
6. I pledge to arrange for the client to provide and withdraw assent to participate in the treatment process.
7. I pledge to routinely adjust the skill-based-treatment plan in response to any negative emotional responses and/or resurgence of problem behavior in accordance with the values of safety, televisibility, and rapport.
8. I pledge to also prioritize the values of safety, televisibility, and rapport in interactions with caregivers and professional team members and do my best to create conditions under which caregivers and professional team members are as hopeful, relaxed, and engaged as possible.

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# References

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# Stay Connected



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